



SPA 341 – Spring 2014
Introduction to Literature in Spanish
Department of Literature & Languages
Texas A&M University-Commerce

Schedule: MW 12:30p-1:45p
Location: BA338, MPLX131, CHEC217
Instructor: Dr. María Fernández-Lamarque
Office: HL 313
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*For administrative purposes, this section of the syllabus is in English. However, the class as well as the readings will be entirely in Spanish.

Book required

Friedman, E., T. Valdivieso, and C. Virgilio. Aproximaciones al estudio de la literatura hispánica, séptima edición. New York: McGraw-Hill, 2011.
Paz, Octavio. *El laberinto de la soledad*. <http://biblio3.url.edu.gt/Libros/16/laberinto.pdf>

Description of course content

Practice in original composition and critical thinking through the study of selected literary and cultural texts. This course is of special interest to students who wish to improve their reading comprehension and their writing skills. The main focus will be on acquiring skills for succeeding in upper level literature and culture courses. This primarily means that students will exercise their analytical skills through the close reading of literature in Spanish. Students will also be introduced to literary periodization and key historical contexts for the understanding of literature in Spanish. Students will comment on literary works and apply analytical skills. In other words, the motto in this class is: Opinions do not matter, analysis does.

Student learning outcomes

Students will develop writing skills related to critical analysis in Spanish to be measured with their by writing a well-organized, 600 to 800 word essay, in Spanish. The essay must be divided in clearly-defined sections that include an introduction with a clearly-stated thesis; a body which develops the thesis; and a conclusion that synthesizes and summarizes the information given throughout the essay. This outcome will be assessed by evaluation of the final drafts of the individual project.

Requirements

Students are required to have at least completed the Spanish language courses including Spa 232.

Assignments and grading

Comentario crítico (5)	20%	A = 100-90
Borrador del ensayo (2)	5%	B = 89-80
Ensayo (2)	20%	C = 79-70
Ensayo final	25%	D = 69-60
Quizzes (12)	20%	F = 59-
Participación	10%	

Comentario crítico

The *comentario crítico* assignments are response papers. Characteristics:
No less than 400 words and no more than 500, double-spaced typed in Spanish.
Letter font and size: Times New Roman, 12. Failure to follow these basic guidelines will automatically discount 10 points from your grade.

The topic is already assigned in the *Programa de clases*, following these introductory pages.
Unlike more formal papers, a *comentario* does not require intensive research or a specific thesis. It is only a short development of an idea. The *comentario* requires that a student demonstrate analytical thinking by making clear and revealing observations about the assigned topic or text analyzing one aspect of the work's thematic, structural and/or theoretical characteristics.

Evaluation of *comentario crítico* is based on different features according to these registers:

- a) Grammatical features: spelling, agreement, verb conjugation, and accent marks.
- b) Analytical content: **descriptive comentarios or summaries** will be graded down. Remember that opinions do not matter, analysis does.

Sample *comentario* papers are provided in the attached sheet so that students can see what kind of work is expected.

Ensayo y Borrador

Students in this course will write two formal literary analyses (*ensayo*).

Both will have a length of 5-6 pages (at least 2,000 words, excluding bibliography), double-spaced, Times New Roman font, size 12.

Each *Ensayo* will be graded both for command of Spanish, following the MLA citation guidelines, and on the following content-related factors: (1) Clear thesis statement; (2) Organization; (3) Development of ideas (i.e., arguments are explained completely, not partially); (4) Familiarity with text under discussion; (5) Precision of analysis (does not make sweeping, unsupported generalizations). Another factor is originality, which often separates B *ensayos* from A ones.

To assist students in completing these assignments in satisfactory fashion, a *borrador* (rough draft) will be required for each *Ensayo*. The *borradores* will be graded very liberally; meaning that content not will be graded. The purpose of these drafts is to allow the instructor to provide useful feedback about the *Ensayos*. The student will anticipate the main topic of analysis in the *Ensayo*, along with appointed authors that will be used as research.

The *borrador* will have the same length as the *comentario-crítico*, double-spaced, Times New Roman font, and size 12.

The *Ensayo Final* will have a length of 8 pages excluding bibliography.

Quizzes

Pop reading quizzes and/or in-class writing assignments are given every class session. Quizzes are available through e-college on Wednesday right before class until 12:30pm. The quizzes will cover the

readings for that week.

Participation

Participation is crucial. Class is based on comment, group work and group discussion every day. You are required to complete all readings before coming to class.

Attendance policy

Attendance is mandatory. Frequent absenteeism (more than two absences) will result in deduction of points from the final grade as follows: 3 absences=1 point; 4=2 points; 5=3 points; 6=4 points, etc. Absences due to documented medical reasons are excused. In light of recent disclosures about the forgery of such notes, I may have to call the doctor's office. Whether an absence is excused or not, it is the student's responsibility to make up missed work. The only absences that do not count beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials. A tardy or leaving class early equals 1/2 of an absence.

Late work policy

Late work is not accepted. However, there are sometimes unforeseen circumstances that may cause delays. Any work turned in after the date marked in the syllabus, **even the same day after the class period**, will be deducted a 20%. E-mailed work is not accepted.

E-Culture Policy

When dealing with faculty over e-mail, it is important that students keep the following in mind:

1. Always use the Tamu-c e-mail account to communicate with your instructor. Messages from any other e-mail accounts will not be considered.
2. Always use salutations and signatures. Be courteous.
3. For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.
4. Never use e-mail to vent or to respond immediately to an emotional situation.
5. Remember that e-mail creates a documentary record of one's communication with others.

Electronic Devices and Bathroom

Use of cell phones and other electronic devices in class is not permitted. Students who use their cell phones during class will be considered absent and; in consequence a participation grade of zero will be placed for that session. The class lasts one hour and fifteen minutes; make sure you use the bathroom before coming to class.

Food and others

Please do not bring food to class for respect to others. I have received a number of complaints regarding this issue.

Grade Grievance Policy

Students are required to speak to the instructor first about any grade about which they have reservations.

Statements to students required by the University and the Department of Literature and Languages:

- **Behavior:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)
- **Americans with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132; phone (903) 886-5150 or (903) 886-5835; fax (903) 468-8148; e-mail: <StudentDisabilityServices@tamuc.edu>.**
- **Academic Honesty:** *Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your compositions constitutes a violation of academic honesty policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. **Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.** (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

Internship and State Exam Requirements
Department of Literature and Languages
SPANISH

Students who are seeking to earn certification to teach Spanish need to know that the Department of Literature and Languages is responsible for permitting students to enter internship and to take the required state exams. Approval to take state certification examinations is based on admission to do an internship. Without departmental and College of Education approval to do an internship, students will not be permitted to take the certification exams in Spanish.

To earn certification in Spanish, two exams must be taken: the Spanish TExES and the Test of Oral Proficiency (TOPT). Students must meet departmental requirements for internship before they will be able to sit for the certification examinations.

Department requirements for approval to internship are the following:

UNDERGRADUATE

1. Complete all required course work, including a minimum of 12 hours of upper-level (300 or 400) courses in Spanish while in residence at A & M-Commerce. Study abroad hours will NOT count toward the 12 hour residency requirement.
2. A GPA of 3.0 or above in Spanish courses at the 300- and 400-level.
3. A grade of "B" or above in the following courses: Spa 331 or 333, 332 or 334, 341, 353/354, 475, and 485. "C" grades in Spa 331, 332, 341, 353/354, or 485 will have to be replaced until a grade of "B" or better is earned.
4. An overall GPA of 3.0 in all Spanish and support course work (English 358, 457).
5. Students may have no more than two grades of "C" in all Spanish course work whether taken at A & M-Commerce or at another university or college.

6. A meeting with the Spanish Adviser prior to one's senior year and preferably at the beginning of the junior year.

Approval to enter internship is subject to positive recommendations from the students' instructors in Spanish and support courses, and to satisfying the above requirements.

For more information on certification in Spanish, contact the Department of Literature and Languages at 903-886-5260.

Extra Credit Cultural Activity: TAMU-C will be hosting the Spanish Film Festival subsidized partially by PRAGDA and the Embassy of Spain in Washington, D.C. this spring semester. Calendar of events will be posted shortly.

Spa 341 - Spring 2014 - Programa de clases

Enero

- Lunes 13
- Introducción y presentación al curso.
 - Comentario del syllabus y la mecánica de la clase: el formato MLA y las reglas de acentuación.
 - Introducción a la Narrativa (pág. 10)
 - Cómo escribir un comentario crítico.
- Miércoles 15
- Revisión de la introducción a la Narrativa, y ejercicios de práctica
 - Tarea:
Leer *La camisa de Margarita*, de Ricardo Palma para el día siguiente.
- Lunes 20
- Holiday Martin Luther King
- Miércoles 22
- Quiz nº 1, sobre *La camisa de Margarita*, de Ricardo Palma.
 - Debate-comentario en clase.
 - Tarea:
• *El etnógrafo*, de Jorge Luis Borges para el día siguiente.
- Lunes 27
- Quiz nº 2, sobre *El etnógrafo*, de Jorge Luis Borges.
 - Debate-comentario en clase.
 - Tarea:
Leer *No oyen ladrar los perros*, de Juan Rulfo.
- Miércoles 29
- Quiz nº 3, sobre *No oyen ladrar los perros*, de Juan Rulfo.
 - Debate-comentario en clase.
 - Tarea:
Leer *Pecado de omisión*, de Ana María Matute.

Febrero

- Lunes 3
- Quiz nº 4, sobre *Pecado de omisión*, de Ana María Matute.
 - Debate-comentario en clase.
 - Tarea:
Comentario crítico nº 1 sobre cualquier texto no leído hasta ahora.
Leer *La noche boca arriba*, de Julio Cortázar.
- Miércoles 5
- Entregar Comentario crítico nº 1.
 - Quiz nº 5 sobre *La noche boca arriba*, de Julio Cortázar.
 - Debate-comentario en clase.
 - Tarea:
Leer *La mujer que llegaba a las seis*, de Gabriel García Márquez.
- Lunes 10
- Quiz nº 6 sobre *La mujer que llegaba a las seis*, de Gabriel García Márquez.
 - Debate-comentario en clase.
 - Tarea:
Leer *El recado*, de Elena Poniatowska.
- Miércoles 12
- Quiz nº 7 sobre *El recado*, de Elena Poniatowska.
 - Debate-comentario en clase.
 - Tarea:
Leer *El Museo de los Esfuerzos Inútiles*, de Cristina Peri Rossi.
- Lunes 17
- Quiz nº 8 sobre Leer *El Museo de los Esfuerzos Inútiles*, de Cristina Peri Rossi.
 - Debate-comentario en clase.
 - Tarea:
Leer *La mujer del juez*, de Isabel Allende.
- Miércoles 19
- Quiz nº 9 sobre *La mujer del juez*, de Isabel Allende.
 - Debate-comentario en clase.
 - Tarea:
Comentario crítico nº 2 sobre cualquier texto leído desde el comentario anterior.
Empezar a leer *San Manuel Bueno, mártir*, de Miguel de Unamuno.
- Lunes 24
- Entregar Comentario crítico nº 2.
 - Comentario-debate sobre *San Manuel Bueno, mártir*.
 - Repaso de temas gramaticales, si es necesario.
- Miércoles 26
- Comentario-debate sobre *San Manuel Bueno, mártir*, finalización.
 - Repaso del formato MLA, para composiciones.
 - Tarea:
Borrador del Ensayo I

Marzo

- Lunes 3
- Entregar el borrador del Ensayo I
 - Película: *Yo, la peor de todas* (1990), sobre Sor Juana Inés de la Cruz.
- Miércoles 5
- Comentario sobre los borradores del Ensayo I.

- Película: *Yo, la peor de todas*, finalización.

Lunes 10 Spring break

Miércoles 12 Spring break

- Lunes 17
- Entregar Ensayo I (sobre *San Manuel Bueno, mártir*, de Unamuno)
 - Introducción a la poesía, y práctica de análisis poético.
 - Lectura y comentario de *A su retrato*, de Sor Juana Inés de la Cruz.

- Miércoles 19
- Lectura y comentario-debate de *El enamorado y la muerte*.
 - Lectura y comentario-debate de la poesía de Santa Teresa de Jesús.
 - Lectura y comentario-debate de la poesía de San Juan de la Cruz y Luis de Góngora.
 - Tarea:
Comentario crítico nº 3 sobre cualquiera de los poemas no leídos hasta ahora.

- Lunes 24
- Entregar el Comentario crítico nº 3.
 - Lectura y comentario-debate de la poesía de Antonio Machado y César Vallejo.

- Miércoles 26
- Lectura y comentario-debate de la poesía de Nicolás Guillén y Pablo Neruda.

- Lunes 31
- Lectura y comentario-debate de la poesía de Octavio Paz y Ángel González

Abril

- Miércoles 2
- Lectura y comentario de la poesía de Ana María Fagundo y Nancy Morejón.
 - Tarea:
Comentario crítico nº 4 sobre cualquiera de los poemas leídos desde el comentario nº 3.
Comenzar lectura de *La casa de Bernarda Alba*, de Federico García Lorca.

- Lunes 7
- Entregar Comentario crítico nº 4
 - Introducción a la teoría y el análisis del teatro.
 - Tarea:
Comenzar lectura de *La casa de Bernarda Alba*, de Federico García Lorca.

- Miércoles 9
- Comentario-debate sobre *La casa de Bernarda Alba*, de Federico García Lorca.
 - Borrador del Ensayo II, sobre *La casa de Bernarda Alba*.

- Lunes 14
- Entregar borrador del Ensayo II.
 - Comentario-debate sobre *La casa de Bernarda Alba*, de Federico García Lorca.

- Miércoles 16
- Entregar el Ensayo II, sobre *La casa de Bernarda Alba*.
 - Introducción a la teoría y el análisis del ensayo.

- Tarea:
Leer *Vuelva usted mañana*, de Mariano José de Larra.
- Lunes 21
 - Quiz nº 10 sobre *Vuelva usted mañana*.
 - Comentario-debate sobre *Vuelva usted mañana*, de Mariano José de Larra.
 - Tarea:
Leer *Estaciones de descanso*, de Ezequiel Martínez Estrada.
- Miércoles 23
 - Quiz nº 11 sobre *Estaciones de descanso*.
 - Comentario-debate sobre *Estaciones de descanso*, de Ezequiel Martínez Estrada
 - Tarea:
Leer *Y las madres, ¿qué opinan?*, de Rosario Castellanos.
- Lunes 28
 - Quiz nº 12 sobre *Y las madres, ¿qué opinan?*, de Rosario Castellanos.
 - Comentario-debate sobre *Y las madres, ¿qué opinan?*, de Rosario Castellanos.
 - Tarea:
Comentario crítico nº 5 sobre cualquiera de los ensayos no leídos.
- Miércoles 30
 - Entregar Comentario crítico nº 5.

Entrega de ensayo final: miércoles 7 de mayo a la 1:45-3:15pm

Note: This syllabus may be modified to accommodate unforeseen circumstances.